DOCUMENT RESUME

ED 118 932 CE 006 497

TITLE	Processes in Career Selection: A Demonstration Project in Staff Development: An Area Approach to In-Service Training: Part One.
INSTITUTION	Mineral Area College, Flat River, Mo.
SPONS AGENCY	Missouri State Dept. of Education, Jefferson City.
PUB DATE	Sep 75
NOTE	60p.; Pages 1 and 2 of Appendix 1 may not reproduce well due to lightness of type
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	Administrator Attitudes; *Career Choice; *Career Education; Credit Courses; Educational Needs; Educational Responsibility; Elementary Secondary Education; Employer Attitudes; Employment Qualifications; Higher Education; *Inservice Courses; Post Secondary Education; *Program Descriptions; *Program Development; Program Evaluation; Teacher Attitudes; Teacher Workshops

ABSTRACT

The project was designed to demonstrate the use of a college credit course to provide inservice training for key elementary, secondary, vocational, and college staff members. They were selected by school administrators and given the reponsibility of leadership in developing plans to initiate career selection teaching teaching procedures in each participating school. A total of 36 teachers and administrators took a two-hour credit course in career education, planned and held staff development workships, and then initiated career education teaching programs in their schools. A three phase evaluation plan was used which included: a bench mark study to identify school administrators' and key staff members' perceptions of career education, a study of the expressed needs of employers, and a determination of the number of career education programs initiated by the key staff members. The results of each phase of evaluation, presented in detail, indicate the success of the project in: (1) creating a better understanding of career education principles and concepts among administrators and staff members and (2) stimulating the initiation of career education programs. Appended are a complete description of the project design, credit course class roster, and the interview instruments for the bench mark study. (Author/MS)

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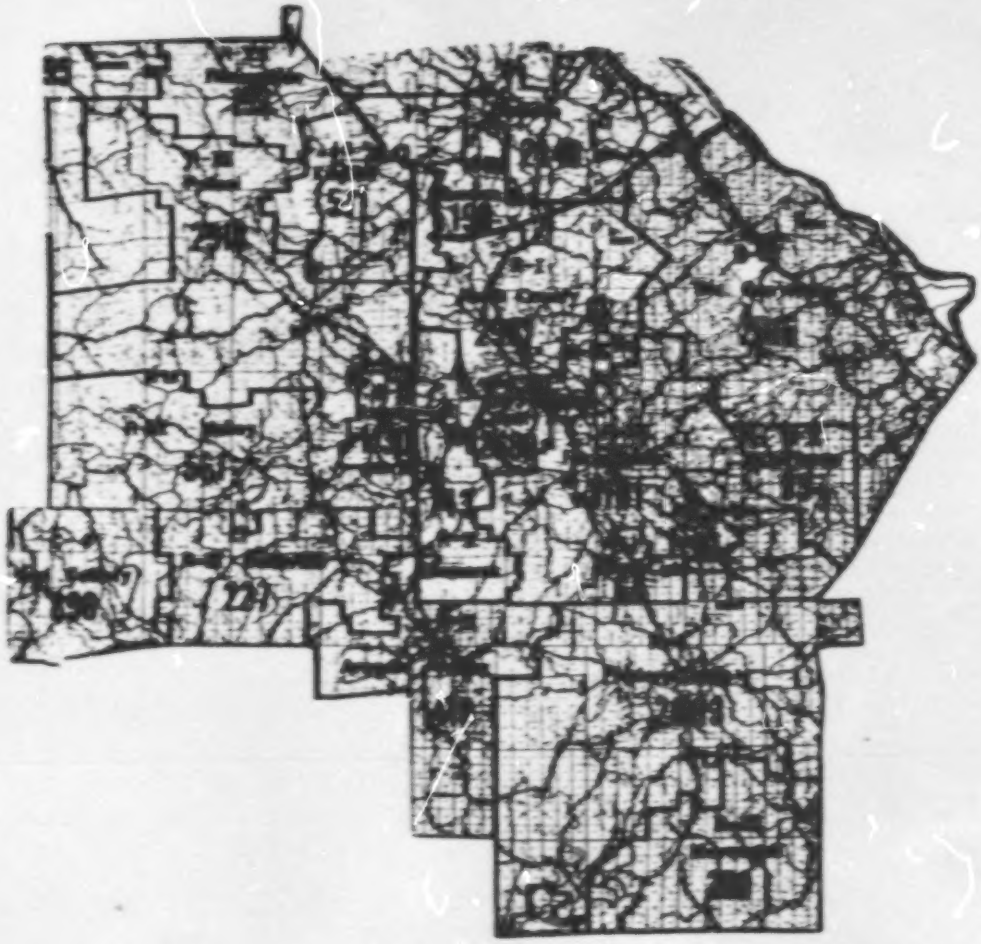
PROCESSES IN CAREER SELECTION

A DEMONSTRATION PROJECT

IN

STAFF DEVELOPMENT

AN AREA APPROACH TO IN-SERVICE TRAINING



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A PROJECT TO

Demonstrate some of the more important methods of staff "in-service" training designed to implement career education programs in local schools and the Mineral Area College.

PARTICIPANTS

North County RI, Sam McGowen, Superintendent

Central RIII, Dr. Dixie Kohn, Superintendent

Leadwood RIV, Lawayne Law, Superintendent

Bismarck RV, T. G. Campbell, Superintendent

Farmington RVII, Ralph Parks, Superintendent

Lead Belt Area Vocational Technical School,
Dr. Don Van Hercik, Director

Fredericktown RI, Garland Hamilton, Superintendent

Ste. Genevieve RII, Ray Thomas, Superintendent

Potosi RIII, Virgil Lewis, Superintendent

Mineral Area College, Dr. Richard Caster, President

FUNDING

A grant of $6,200.00 was made available by the State Department of Education. Dr. Frank Drake, Director of Career and Vocational Education and Dr. Norman Gysbers, Professor of Career Education, University of Missouri, Columbia, consulted with administrators of local schools and the project consultant in carrying out this project. Dr. Richard Mease, Director of Career Education, State Department of Education, was project administrator for the State Department.

Mr. Glenn Roux, Business Manager, Mineral Area College, Flat River, Missouri, received and disbursed grant funds.

COOPERATING

The University of Missouri Extension Division coordinated the credit course G460 Career Education, with Dr. Marvin Dobbs, Area Continuing Education Programmer, in charge.

Thirty-three local employers consented to be interviewed by key staff members as a part of their class assignment. These employers also agreed to permit interviews with their employees. For a list of employers see pages 17 and 18 of project plan - Appendix I.

INTRODUCTION

Teaching the concepts and principles of decision making as they apply to career selection is not well understood by many of our teachers or their administrators. Mainly because our emphasis in teacher preparation is designed to help teachers teach subjects which qualify students for academic pursuit. In some instances classroom teaching fails to take into account students' career interests, or their desires, attitudes and abilities. Students have not always been given an adequate opportunity to develop skills in using personal interests, values, desires, attitudes and abilities in making decisions about what to do with their lives.

It is with this realization that school administrators are giving leadership to staff development programs designed to help bring the career education concept into focus and to help equip teachers with the necessary skills and teaching materials to incorporate career selection into the normal classroom setting. Career selection is designed to improve, to expand and to make more meaningful the teaching of the 3 R's.

This project is designed to demonstrate the use of a college credit course to provide "in-service" training for "key" staff members selected by each school administrator who are given the responsibility to assume leadership and to develop plans to initiate career selection teaching programs in each participating school.

Varying levels of interest and leadership was displayed by 18 administrators interviewed. As a result of participating in this project, school administrators and key staff members have stepped up their efforts in implementing career education in the participating school units.

PROJECT OVERVIEW

PLANNING: Input as to need, project content, activities, personnel and funds needed was given by the eight superintendents of schools located in the Mineral Area, plus the Director of the Lead Belt Area Vocational-Technical School and the Dean of the Occupation Division of the Mineral Area College (see committee lists page 15 of Appendix I). From time to time in planning and carrying out the project it was necessary to have key persons represent administrators. These committees are listed in Appendix I on pages 13 and 14.

PHILOSOPHY: We view the problems of people throughout life as a symptom of need or needs. Preparation for decision making in solving life's problems is essential if the individual is to make the most of his or her role in life. Teachers, counselors, and administrators can be a major influence in teaching students to establish value systems, set guide lines and set priorities as a process in determining life's role.

We believe that career selection is a part of the decision-making process and should be relevant to community and national needs. To make the teaching of career selection more relevant, a well coordinated educational program involving the teacher, counselor, administrator, student, employer and employee must be a reality.

PURPOSE: To demonstrate effective and efficient methods of providing in-service training in principles and concepts of teaching career selection and in developing teaching programs which include career selection techniques.

PARTICIPANTS: Members of key staff enrolled in course G460, Career Education:

Enrolled	District	Address
5	Mineral Area College	Flat River, MO
3	Lead Belt Area Vocational-Technical School	Bonne Terre, MO
1	North County RI	Bonne Terre, MO
5	Central RIII	Flat River, MO
4	Leadwood RIV	Leadwood, MO
5	Bismarck RV	Bismarck, MO
3	Farmington RVII	Farmington, MO
3	Potosi RIII	Potosi, MO
4	Fredericktown RI	Fredericktown, MO
3	Ste. Genevieve RII	Ste. Genevieve, MO

(See Appendix II for complete list of class participants).

IN-SERVICE TEACHER DEVELOPMENT IN CAREER EDUCATION

PROCEDURES: School administrators in the Mineral Area of Missouri and Dean A. C. Sullivan of the Mineral Area College, recognizing the need for staff development in career education to provide leadership among the various school staffs, assisted the project consultant in developing project plans. It was decided that "in-service" training could best be accomplished through a credit course plus staff workshops and that only top quality instructional programs could be effective in accomplishing objectives. Therefore, Dr. Norman Gysbers, Professor Career Education, University of Missouri, was selected as the instructor.

Each participating school and the Mineral Area College selected key staff members to receive in-service training through a two-hour credit course taught by Dr. Gysbers. A total of 36 key teachers and administrators took the course. The second step in the project was to hold staff development workshops planned by key staff members and their administrators. These workshops were designed to meet the recognized needs of each staff. The third and final step in the project was to plan and initiate career education teaching programs in each of the participating schools.

To measure progress and determine outcomes, a three-phase evaluation plan was used. At the outset a bench mark study of career education as perceived by school administrators and key staff members was done. For instruments used see Appendixes III and IV. As a part of their in-service training in the two-hour credit course, key staff members made plans for and conducted a study of the expressed needs of employers. While it was a part of this project objective to have key staff members interview employees

to obtain their viewpoints on career preparation, this phase of the plan was not done.

A third phase of project evaluation included a determination of the number of improved or expanded career education programs initiated by staff members of participating schools.

EVALUATION: The committee on evaluation prepared two questionnaires. (See Appendixes III and IV). The interview instrument used to determine administrators' opinions and concepts of career education was designed to get information about how administrators perceived career education. At the onset of the project they were asked to respond to the following questions:

1. Would you please respond to the following concept of career education? "Career education is a concept built and focused upon the individual in his various stages of growth and development throughout his life span of decision making."

2. How do you think employers, educators and employees feel about this concept? Do they agree, disagree or what? How do you rate it?

3. What priority do you think the following place on career education?
   (a) School boards
   (b) Classroom teachers
   (c) Counselors
   (d) School administrators
   (e) Employers
   (Please rate each using a scale of 1 to 10).

4. Are career education programs now in operation in local schools? Which schools? How would you rate them?

5. If you had the kind of staff training you want and need, what kinds of educational experiences would you suggest for your staff? Which staff members would you involve?

6. Any other comments?

These interviews were taped and were summarized in this report.

As a comparison, similar questions were asked key staff members at the beginning of credit course G460 Career Education. Then to see if there was change as a result of what was taught in the course, key staff members answered these questions again at the end of the course. For questions asked see Appendix IV.

BENCH MARK DATA: Any school program draws heavily upon leadership provided by administrators at all levels. Therefore, opinions and attitudes of superintendents, principals and counselors were studied. At the risk of taking statements out of context and meaning, the following statements seem to summarize administrators' observations about career education. Interviews were made in September, 1974, and before course G460 Career Education was taught.

1. Career Education in conjunction with the three R's makes the three R's more meaningful.
2. I think we have to look at what our students will be doing with their own lives when they get out of our institutions.
3. Most non-educators, and some educators, think of career education as vocational in nature.
4. School administrators and counselors place quite a bit of emphasis on career education.
5. We have some staff who are strictly academically orientated and are training their students for entering college.
6. Most educators feel that career education is vocational-technical in nature. We are having more inquiries about it.
7. Most employers are concerned about their own personal welfare. They are concerned whether our schools will provide the caliber

of individuals they need to staff their jobs.

8. Employment is the end product of our educational system.

9. Students in the elementary school do not know what we are talking about in career education.

10. Most teachers, counselors, and administrators have not had sufficient background and training in career education to understand what we are talking about in career education.

11. Employers place more emphasis on career education because they recognize the importance of people being able to do something when they come into the employment field.

12. Students want information about careers, but they haven't come across it yet.

13. Generally, I think administrators, counselors, teachers, school boards and employers agree with the concept of career education given by the State Department of Education.

14. Career education is a continuing program, and focused on different areas of a person's development.

15. We are still too general, we need to get down to how it can be applied in the schoolroom.

16. As a whole we accept the concept as stated in number 1, but it depends on whether you are talking to people who follow the academic concept entirely or education for living. Education is living.

17. Employers will go along with this concept because here is something that will make a better employee.

18. Schools are being asked to do more and more, and rightfully so. Any career education program rests basically on reading skills, arithmetic skills, and communication skills. By sometimes doing more things, we are getting away from these fundamental priorities.

19. We are working with a new guidance program which is designed to pull the whole guidance function together with emphasis on career selection.

20. People will need retraining three or four times during their life time. We are trying to equip our students to cope with this.

21. This, like anything else, has to do with future decision making.

22. Colleges and universities need to train people in career education. A few colleges and universities have people specializing in this field. More are needed.

23. If we are to implement meaningful career education programs in our schools, we must have the support of our parents, school boards, administrators, staff and students. This will require a broad educational approach involving employers, all school staff members, parents, school boards and students.

Administrators are interested in providing each student with the best opportunity to obtain a top quality education. As one would expect, there was not complete agreement on content and teaching methods or programs to reach this objective. Because teachers are trained to teach subject matter designed to equip students to enter college and because parents, school boards and the public have emphasized this approach, career education was seen as something to compete for time and resources which are already

limited. Eighty-three percent of the adults residing in the Mineral Area also believe that our schools' major responsibility is college preparatory in nature. (Project Second Chance 1972, a study of adult educational needs).

Teaching aids, materials, and supplies are designed to teach students to recall academic subject matter. Not enough attention is focused on the individual student and upon the decision-making process.

Priority placed upon programs is important to the allocation of resources and in turn the success or failure of that program. Likewise, the way one perceives others' priorities for that program, influences the final decision and allocation of resources to it.

To determine perceived priorities, they were asked to rate on a scale of 1 to 10 the priority counselors, teachers, school boards, employers and administrators would place on career education. Their response is found in table I.

TABLE I
PRIORITY WHICH SCHOOL ADMINISTRATORS
BELIEVE WOULD BE ASSIGNED TO
CAREER EDUCATION

INTERVIEW NUMBER	SPECIAL INTEREST GROUPS				
	COUNSELORS	TEACHERS	SCHOOL BOARDS	EMPLOYERS	ADMINISTRATORS
1	5	3	8	9	5
2	3	5	2	1	2
3	2	6	2	1	1
4	1	5	3	1	3
5	1	2	3	1	2
6	1	7	8	3	4
7	7	2	2	2	1
8	1	3	1	1	1
9	1	5	6	1	4
10	2	4	2	1	2
11	2	4	2	1	2
12	3	5	4	1	2
13	1	3	5	1	2
14	4	2	4	1	2
15	2	3	4	3	2
16	2	4	7	6	1
17	3	7	4	2	4
18	2	8	3	2	3

At the start of this project, career education was in various stages of use in schools such as Fredericktown RI, Farmington RVII, Bismarck RV and Central RIII. Interest in career education had been discussed by some staff members in Potosi RIII, Ste. Genevieve RII and the Occupational Division of the Mineral Area College. Fredericktown RI had staff assigned to plan and develop career education programs. Several classroom teachers were involved. Employers and professionals were involved in the program. Interest was increasing and program expansion planned.

Central RIII and Bismarck RV had a grant program in operation. They were using video tape interviews made by students with local employers as a means of providing a library of information available to their staffs. This project was just getting under way, but interest was high.

Farmington RVII had staff members who had attended area workshops to familiarize themselves with career education and had held one local workshop for selected staff members. A staff committee was working on a plan to incorporate career education in local offerings.

There is a recognition on the part of school administrators that teachers no longer have firsthand knowledge of the special needs of local employers and most usually will not have work experience which will help them in teaching career selection processes. Therefore, preparation of staff must be a first priority before initiation of career education programs in local schools.

Administrators interviewed believe career education is a total school responsibility but hold varying viewpoints as to staff members who should be involved.

The most universal viewpoint held by administrators was that career education can best be taught in vocational, technical or industrial types of courses. Some believed that counselors should have the major responsibility. However, those who were most familiar with the concept of career education believed that all staff have a responsibility to use career education as a part of their normal teaching activities. The trend is toward involvement of the total staff in teaching career education processes.

Concern was expressed that teachers in the past have not been given the opportunity to prepare for teaching career education, and that colleges and universities need to strengthen their offerings in this area. They feel that credit courses, seminars, workshops, institutes and informal visits in schools with good on-going programs in career education are some of the more effective means available to staff for upgrading or in-service types of training.

Without exception, administrators feel that each school planning to initiate a career education program must develop its own plan of operation, assign staff and resources to carry out the plan and provide the necessary leadership to assure success.

Among the more important observations of administrators are the following: "Staff development and in-service training are essential before career education programs can be successfully put into operation." "A real problem in developing new programs in our schools is the relative stability of our schools and their staff and the very dynamic and changing nature of the communities they serve." "There is concern that career education will have to take the place of some of the time now being used to teach the three R's. It will compete for time not available." "There is not

complete agreement on what career education is and what it will do for the student. Is it something else new we expect our teachers to do??

NEEDS AND CONCERNS OF SCHOOL ADMINISTRATORS

1. Need teaching aids and materials for career education.
2. Need ways to get teachers interested and involved.
3. Need to take more advantage of community resources. (willingness of employers and employees to help)
4. Need in-service training for all staff.
5. Need to recognize career education as a means of making classroom teaching more relevant and more meaningful.
6. Need to be more cognate of employers' needs and relate them to classroom teaching.
7. Need help from State Department of Education, University of Missouri and others in getting career education into operation.
8. Staff training is key to developing career education.
9. Needs to be coordinated with total school program, with key staff assuming leadership for local school career education.
10. Need to recognize career education as a continuing program — not a one-shot program.
11. Need to respond to pressure applied on schools by employers to meet local employers' needs.
12. Need on part of teachers to recognize need for career education and need to know how to put career education in classroom teaching.
13. Need general information and instructions on how to incorporate career education in classroom teaching.
14. Need to more clearly define career education.
15. Concerns expressed and implied that the rather stable educational institutions find it difficult to respond to a dynamic and changing community.

COURSE G460 CAREER EDUCATION: Thirty of the thirty-six key staff members enrolled in course G460 Career Education were asked their opinions about career education. Tables 2, 3 and 4 show a comparison of opinions held by key staff members at the beginning of the course and at the end.

TABLE 2 How thirty key school and college staff members perceived the acceptance of career education.

	EDUCATORS		STUDENTS		EMPLOYERS		SCHOOL BOARDS	
	Start of Course	End of Course	Start of Course	End of Course	Start of Course	End of Course	Start of Course	End of Course
Realistic	13	10	8	10	6	7	5	5
Usable	14	15	10	11	13	18	8	9
Not Realistic	2	4	7	2	4	3	3	4
Don't Know	1	2	5	8	7	3	11	13

QUESTION: What priority do you think the following groups place on career education in our schools?

TABLE 3 The figure in each column shows the number of key staff members checking each item.

RATING	SCHOOL ADMINISTRATORS		TEACHERS		STUDENTS		EMPLOYERS		SCHOOL BOARDS		EMPLOYEES	
	Start of Course	End of Course	Start of Course	End of Course	Start of Course	End of Course	Start of Course	End of Course	Start of Course	End of Course	Start of Course	End Cour
Very High	4	4	2	1	3	2	2	3	1	0	1	2
High	5	6	2	2	2	7	2	7	3	2	5	5
Above Average	7	8	11	7	5	5	10	8	4	6	7	10
Average	5	7	8	12	10	7	8	11	7	8	9	7
Below Average	7	4	4	6	5	6	4	0	5	5	2	3
Low	0	0	2	2	2	1	2	1	4	2	2	1
Very Low	2	3	1	1	1	0	0	0	3	2	1	0
Don't Know	0	0	0	0	2	3	2	1	3	6	3	3

QUESTION: List those positions in your school system which you think should be involved in teaching Career Education.

TABLE 4 Number of times positions were listed by key staff members. (30 completed the questionnaire)

POSITIONS	Number of times listed	
	Start of Course	End of Course
Counselors	13	0
All teachers	14	21
Administrators	9	14
All staff	5	21
Home Economics	4	0
Industrial Education	2	1
Business Education	2	0
COE Director	2	0
Nurses	1	0
Art teachers	1	0
Physical Education	1	0
Janitors	1	0
Food personnel	1	2
Parents	1	5
School Boards	1	7
Librarians	1	0
Teachers aids	1	5
Vocational	1	3
Business office	1	2

NOTE: At the end of instruction those enrolled in course G460 Career Education all agreed that career education is the responsibility of the total school staff. Most responses to the question "Who should be involved in teaching career education in your school?" said it was an all-school, all-teacher responsibility. In addition, they listed certain positions which they thought should assume leadership for career education program development.

Career Education G460 was rated as an excellent awareness exploration and preparation course.

Key staff enrolled in course G460 Career Education had two major class assignments designed to make use of the subject matter offered in the course. First, they each developed an interview instrument which they used in obtaining information about local employers' needs in terms of employee characteristics and qualifications. Second, was a group project on developing plans to initiate career education in participating schools. Copies of these plans are provided under separate cover.

Questions raised with local employers by teams from course G460 were determined by each team: (three examples follow)

POTOSI RIII

1. What do you look for in employees?
2. What about their high school education?
3. Is prior training necessary for employment?
4. Are fringe benefits available for your employees?
5. What about wages?
6. What are some of the problems you have encountered with your employees?

CENTRAL RIII

1. What educational background do you require of your employees?
2. Are employees socially adjusted for their occupations?
3. You have school age people working occasionally, don't you?
4. What preparation in school use to work for you?
5. Do they have a good chance for advancement?

STE. GENEVIEVE RII

1. Do you think it is the job of the school to prepare individuals for a career?
2. Do you think the school should have a program where students study different careers?
3. In what grades should students begin to learn about careers?
4. Would you be in favor of implementing such a program in our schools?
5. Is the instruction provided in our school related to the needs of students for success on the job with your company?
6. Would you prefer that a student receive specialized training at the high school level for employment in your organization, rather than a basic general education?
7. Do our graduates have respect for fellow employees?
8. Do our graduates respect supervisory personnel?
9. Do our graduates have good work attitudes and habits?
10. Is grooming and personal appearance among your employees important to your firm or company?
11. Are our graduates willing to accept responsibility readily?
12. Do our graduates have the necessary competence to correctly fill out job application forms accurately and completely?
13. Should the high school student receive more training and instruction regarding punctuality, reliability, accuracy, etc.?
14. Do you feel that business and industry should be contacted concerning the type of training provided?
15. Would you as a representative of your firm be willing to serve on an advisory committee concerning the needs of youth in your community relating to training received?
16. In general, do the students who you interview or employ seem to want to do the type of work for which they are applying?
17. Do the students have a realistic concept of what is required of a beginner in the job for which they are applying?

None of the questions asked employers dealt with how they determined not to hire applicants for jobs, nor whether there are things schools might do to provide more adequate training for those applicants not employed. In most cases, interview instruments used by members of the class did not specifically ask if there were areas where employees might improve or where more training would help. No interviews were made with beginning employees to see if they recognized needs for greater knowledge or skills before entering the job market. Likewise, none of the skilled labor force was interviewed to determine how their education helped them advance on the job or what additional education was required for advancement.

A major outcome of this experience on the part of key staff members enrolled in course C&60 Career Education was to demonstrate the importance of developing a working relationship with prospective employers of their students and to begin the two-way flow of knowledge and information needed to have relevant and meaningful student learning experiences.

A summary of qualities and characteristics which employers feel important and which were given in response to interviews by key staff members follows. No attempt is made in the summary to rank or place importance on qualities listed by employers.

SUMMARY OF EMPLOYERS' NEEDS

1. Knowledge of and ability to use arithmetic.
2. Ability to read and understand what is read.
3. Must be accurate.
4. Attractive personal appearance (neat and clean).
5. Ability to understand and get along with people.
6. Ability to work well with fellow employees.
7. Must know how to make change.
8. Honest, good morals, dependable.
9. Dirty and not well mannered people are not considered for employment.
10. Ability to communicate.

11. Ability to be practical.
12. Students need more practical courses in school.
13. Must have good work habits (on time, low absenteeism).
14. Must accept responsibility willingly.
15. Some students need to develop skills specific to employment.
16. Desire to advance - improve.
17. Understand and know how to use personal limitations and personal strengths to do a better job.

One might relate the qualities employers seek in the employee to those desired in supervisors. Namely:

1. Integrity of character
2. A sense of responsibility
3. Professional or vocational ability
4. Personal enthusiasm
5. Emotional stability
6. Humanness
7. Self-confidence

PROGRESS TOWARD IMPLEMENTING CAREER EDUCATION PROGRAMS IN PARTICIPATING SCHOOLS

In the short period - November, 1974, to September, 1975, - participating schools did not have time to complete total staff development in career education and implement career education programs throughout their systems. However, much progress is being made toward individual school objectives as they develop plans, initiate action and start implementation.

This project has been an effective tool in creating awareness, interest in and understanding of career education on the part of administrators. The area approach used in this project has had a very positive effect on administrators. They are now aware that all other administrators in this area are taking steps to initiate a career education program. There is a sense of competitiveness. Each administrator is making an effort to be innovative and to do as good a job as possible. In September of 1974, and throughout the study,

administrators commitment to career education was rated on a scale of 1 to 10. (1 being the highest commitment and 10 being none).

RANKING OF ADMINISTRATORS' INTEREST IN CAREER EDUCATION

Numerical Ranking	Number of Administrators September, 1974	Number of Administrators August, 1975
1	1	3
2	3	3
3	1	4
4	2	3
5	4	2
6	2	1
7	1	1
8	0	0
9	2	0
10	0	1

PROGRESS — RESULTS

At best "in-service" staff development is second to "in-depth" systematic study. Not all key staff selected to participate in project (PICS) "Processes in Career Selection" were highly motivated and in some instances failed to place a high priority on their assignment. Competition with school activities and other duties kept a few key staff members from taking full advantage of the "in-service" development experience.

However, excellent work was done by most of the 36 participants in the two-hour credit course, G460 Career Education, taught by Dr. Norman Gysbers, Professor Career Education, University of Missouri, Columbia. Group career education plans were developed for each participating school (see Appendixes V, VI, VII, VIII, IX, X, XI, and XII).

Between the end of Dr. Gysbers' course in November of 1974 and August 31, 1975, six school districts and the Mineral Area College held staff workshops or seminars on career education involving all staff. In the case of the College Occupational Division staff participated in the seminar.

As a result of the two-hour credit course and staff workshops, some school districts have made significant progress toward initiation of career education teaching plans for all staff, the development of resource people in the community and the development of teacher resource materials. "In-service" development plans have also been put into use by some administrators which include more "in-depth" training of staff in career education.

Probably one of the more important changes which took place during the 10 months this project covered was the greater understanding developed with administrators and key staff members of career education. They now

have a working knowledge of the concept and a majority of the schools are taking steps to follow through with implementing career education in their schools or their classrooms.

Evidence of change can best be exemplified by statements made by administrators at the end of August, 1975. Mr. T. G. Campbell, Superintendent, Bismarck RV said, "It has caused us to take a whole new look at our approach to career education. We were working through our counselors and looked upon career education mainly as vocational. Now we are working through our key staff members to involve all school staff in workshops. Each staff member is developing a teaching plan to include career educational opportunities. This has been a good experience for us. It gave us time to develop plans and involve our staff without the appearance of a crash program. The selection of key staff was a strong point in the project."

Another example of positive results was given by Mr. Garland Hamilton, Superintendent, Fredericktown RI, who said "The project has helped us a great deal. We were already doing quite a bit on career education through our counselors and our principals. We had been holding special days when local businessmen and professional people came in to talk with our students and answer their questions. Now we have designated one of our key staff people who took Dr. Gysbers' course to assume leadership in teacher "in-service" training with our staff in career education."

A third example of progress toward initiation of career education is Farmington RVII District. An evaluation of Dr. Barbra Fulton's workshop for 153 teachers reported 145 very favorably impressed. They used such statements as excellent, fantastic, relevant and dynamic to describe it. Teachers will definitely make changes.

To follow up a committee of 15 teachers K-12 have been assigned to develop an on-going career education program. They will use a small grant to help implement their program.

In addition to Bismarck RV, Fredericktown RI and Farmington RVII, Leadwood RIV, Central RIII, Ste. Genevieve and Potosi are developing community businessmen and professionals as resource persons to assist with school career education activities.

Key staff members are using subject matter and techniques taught by Dr. Gysbers with their students. One mathematics teacher had his students select a job or position which was of special interest to the student. He then had them interview the school counselor to determine what mathematics the job or position required. Others are inviting local employers, businessmen and professionals into the classroom to be interviewed by the class.

Potosi RIII invited three teachers from Rolla to serve as consultants at their teacher workshop. This brought into the training process other teachers' experiences in career education.

In general, the project provided an opportunity for all participating institutions to become more aware of career education principles and concepts. It gave key staff members and most administrators a much better understanding of career education and its importance in the education of today's youth. In most cases, administrators of participating schools now have developed plans to initiate career education teaching techniques in their schools.

Until such time as colleges and universities develop more meaningful career education programs for training teachers, local administrators feel

that "in-service" training is essential.

The 36 key staff members, Mrs. Barbra Fulton and three staff members from Rolla involved 621 teachers and administrators in six school workshops and one seminar to acquaint them with the career education concept and assist them in starting plans to initiate career education teaching plans.

APPENDIX I

A PROJECT PROPOSITUS

PROCESSES IN CAREER SELECTION

(PICS)

PROBLEM: There is a need to provide more relevant career educational opportunities for all students, be they youth or adults. It is a rare school system that provides students educational experiences adequate to develop the necessary skills in decision making as related to career selection. The use of values, interests, skills, likes, and dislikes in deciding what one wants to do with his or her life is not skillfully applied by more than half of those students leaving or completing school today.

It is estimated by the Bureau of Labor that 80% of the jobs available during the next ten years will require skills other than those obtained through academic educational programs.

Two-thirds of the adults living in the Mineral Area (Iron, Madison, Washington, and St. Francois Counties) have not completed high school. Our study made under "Project Second Chance" published January, 1973, reported school dropout rates as follows: Ste. Genevieve County 2.57%, St. Francois County 3.87%, Madison County 3.91%, and Washington County 5.91%. The need for greater skills in selecting one's way of life and one's career is demonstrated by up to 50% of our area citizens.

PURPOSE: Since adequately skilled teachers, counselors, and administrators are essential to the development of career education programs and since few teachers, counselors, and administrators have had the opportunity to improve their knowledge, understanding, and skills in teaching career selection, this project is proposed to demonstrate effective and efficient

methods of providing "in-service" training in principles and concepts in teaching the career selection process and in developing career selection teaching programs.

The project is designed to provide an area-wide coordinated "in-service" training program for key teachers, counselors, and administrators who, in turn, will provide leadership in organizing and carrying out career education programs in each of the participating educational institutions.

PARTICIPANTS: Mineral Area College, Lead Belt Area Vocational-Technical School, North County RI, Central RIII, Leadwood RIV, Bismarck RV, and Farmington RVII in St. Francois County; Potosi RIII, Washington County; Fredericktown RI, Madison County; and Ste. Genevieve RII, Ste. Genevieve County.

Cooperating and providing resources and assistance in the project will be the University of Missouri, State Department of Education, local employers, professionals, local labor organizations, and groups.

COMMUNITY ELEMENTS: The community served by the eight local school districts cooperating in the Lead Belt Area Vocational-Technical School, and the Mineral Area College District which serves most of the same area, is in a unique position to provide all students with educational opportunities related to local needs. Both the Mineral Area College and the Lead Belt Area Vocational-Technical School have lay advisory groups composed of employers served by them. These advisory groups will be asked to serve as the core employer and labor groups for this project.

The Board of Directors for the Lead Belt Area Vocational-Technical School is composed of the eight superintendents of sending schools. The combination of lay people, employers, professional educators and students,

provides unlimited opportunities in developing more meaningful career education programs.

OBJECTIVE: Given the resources (financial and personnel) to carry this project to completion, we will provide educational opportunities to key teachers, obtain cooperation and input from local employers, professional, and labor groups which will provide staff and community support to develop efficient and effective career education programs in educational institutions participating in the project.

SPECIFIC OBJECTIVES

I. Twenty-five to thirty-five key school and college staff members complete 32 class hours of instruction in Career Education designed to:

(A) Create awareness
(B) Increase interest
(C) Increase level of knowledge
(D) Increase level of understanding
(E) Improve teaching skills and methods
(F) Encourage use of newly learned teaching skills

II. The development and use of career education programs by:

(A) All key staff members enrolled in this project
(B) Expand the career education programs in the ten educational institutions participating in this project to include:
1. Individual teaching plans developed by 25% of the staff of each institution.
2. Ten percent of each staff using the career education plans developed through this project, and
3. 70% of the educational institutions participating in this project developing and using institution-wide career education programs.

III. Develop closer cooperation, improve the level of knowledge and understanding between educational institution staffs, employers and professionals in the area as evidenced by:

(A) 10 to 15 local employers providing schools with "characteristics preferred by employees" and other such information.
(B) 10 to 15 local employers making their plants or businesses available for tours and other types of educational opportunities by school staffs for students.
(C) 30 to 50 employees and professionals (new and experienced) providing participants in this project with lists of characteristics and skills which I believe have caused me problems in my job.

PROJECT STAFF

I. PROJECT CONSULTANT: Major Responsibilities and Duties

A. Develop project concept and write project request.

B. Coordinate project request with Mineral Area College, Lead Belt Area Vocational-Technical School, University of Missouri Extension Division, the State Department of Education, and the University of Missouri, Columbia, campus.

C. Obtain cooperation of local employers and local labor groups in providing input into the training of those enrolled in this project. The community employers and groups will be asked to provide enrollees tours of their plants, profiles as to employee characteristics desired, and recommend employees to be interviewed.

D. Work with instructor to obtain copies of enrollee's plans for implementing career education in the school or classroom, and in including this information in project final report.

E. Collecting information and writing final report.

F. Supervising financial records and payrolls.

G. Project evaluation.

II. INSTRUCTOR: Major Responsibilities and Duties

Plan and teach a two-hour college credit course for 25 to 35 key teachers, counselors and administrators. Such course to provide enrollees the opportunity to:

A. Acquire a basic understanding of the basic concepts and principles of career education.

B. Acquire experience in determining needs of local employers and employees, and in relating these needs or desires to classroom teaching or counseling.

C. Acquire skills in teaching the use of value judgement and priority selection in decision making.

D. Acquire skills in developing individual teaching plans to use local resources in teaching career selection.

E. Acquire skills in involving staff and community in developing school-wide career education programs.

III. TEACHER CONSULTANTS: Major Responsibilities and Duties

Plan and conduct one day staff workshops for teachers in each participating school or college. (10 workshops) Including:

A. Understanding basic concepts of career education

B. Career education and the classroom teacher

C. Career education and the counselor

D. Career education and the administrator

E. Career education teaching plans

F. School-wide career education program development

Workshops will be scheduled following the completion of the key teacher "in-service" training course. Consultants will conduct these workshops emphasizing the six areas listed above.

Consultants for the one-day staff workshops will be selected by the local school administrator and may be from the University of Missouri staff, State Department of Education, or from among the key staff who complete the course offered through this project.

ACTIVITIES DESIGNED TO HELP REACH OBJECTIVES

ACTIVITY 1 - PLANNING MEETING (December, 1973)

Those involved are:

Dr. Dixie Kohn, Superintendent, Central RIII; Floyd Wilson, Superintendent, North County RI; Ralph Parks, Superintendent, Farmington RVII; T. G. Campbell, Superintendent, Bismarck RV; Virgil Lewis, Superintendent, Potosi RIII; Garland Hamilton, Superintendent, Fredericktown RI; Dr. Don Van Herck, Director, Lead Belt Area Vocational-Technical School; A. C. Sullivan, Jr., Dean of Occupational Education, Mineral Area College; W. S. Rumburg, Consultant, Mineral Area College; Ray Thomas, Superintendent, Ste. Genevieve RI.

The purpose is to:

A. Create career education awareness
B. Create interest in career education
C. Begin decision making process
D. Develop follow through on project planning

ACTIVITY 2 - CONFERENCES (January, 1974)

Those involved are:

Dr. Frank Drake, Director of Career Education, State Department of Education and Dr. Norman Gysbers, Professor of Career Education, University of Missouri.

The purpose is to:

A. Increase knowledge and understanding
B. Involve experts in developing project plans
C. Determine feasibility

ACTIVITY 3 - PLANNING MEETING (February, 1974)

Those involved are:

Garland Hamilton, Superintendent, Fredericktown RI; R. C. Evans, Assistant Superintendent, North County RI; T. G. Cambell, Superintendent, Bismarck RV; Ray Thomas, Superintendent, Ste. Genevieve RI; Mike Easter, Teacher, Bismarck RV; James Dennison, Counselor, Leadwood RIV; Dr. Frank Drake, Dr. Norman Gysbers, A. C. Sullivan, Jr., and Dr. Don Van Herck.

ACTIVITY 4 - CONFERENCE (April, 1974)

Those involved are:

Dr. Marvin Dobbs, Area Continuing Education Programmer (February, 1974)
Dr. Norman Gysbers, Professor of Career Education (March, 1974)

The purpose is to:

A. Determine resources available
B. Commit resources to project
C. Build project plan to incorporate resources

ACTIVITY 5 - PROJECT PLANNING MEETING (April, 1974)

Those involved are:

All school districts
Lead Belt Area Vocational-Technical School
Mineral Area College
Consultant

The purpose is to:

A. Involve key leadership in decision making process and project development
B. Establish commitment to project
C. Select project committees to be involved in project
D. Agree on project objectives and content

ACTIVITY 6 - COMMITTEE MEETINGS (April, 1974)

Those involved are:

Project contents
Budget
Research instruments

The purpose is to:

A. Obtain cross section of ideas
B. Solidify opinion
C. Obtain agreement on project

ACTIVITY 7 - PRESENTATION OF PROJECT (April, 1974)

Those involved are:

State Department of Education, Dr. Norman Gysbers, Dr. Marvin Dobbs, Area Continuing Education Programmer, and project consultant.

The purpose is to:

A. Obtain recommendations of both the State Department of Education and the University of Missouri
B. Involve experts in final decisions as to project objectives and activities planned to meet these objectives
C. Fit resources to project proposal

ACTIVITY 8 - "IN-SERVICE" COURSE ORGANIZATION (August, 1974)

Those involved are:

Local school superintendents, Director of the Lead Belt Area Vocational-Technical School, Dean of Occupational Education at Mineral Area College, project consultant, employers, laborers, and professionals.

The purpose is to:

Assure involvement of all school administrators, key staff, employers, laborers, professionals, and others to assure participation in the project.

ACTIVITY 9 - UNIVERSITY OF MISSOURI CREDIT COURSE IN CAREER EDUCATION (September, 1974)

Those involved are:

Enrollees from participating institutions, employers, laborers, and professionals.

The purpose is to:

A. Obtain 25 to 35 key staff enrollees in the University of Missouri credit course in career education.
B. Measure entry level knowledge, understanding and interest in career education.
C. Measure level of knowledge, understanding and interest in career education at end of college course.

D. Encourage key staff to work with local employers, employees and professionals in making career education relevant to local needs.
E. Involve local employers, employees and professionals in providing information about local career education needs to school staff members.
F. Establish a better working relationship between schools, college and employers, employees, and professionals.

ACTIVITY 10 - STAFF WORKSHOPS (December, 1974 through August, 1975)

Those involved are:

Staff of participating institutions, consultants (teachers) and project consultant.

The purpose is to:

A. Involve each school or college staff in increasing its understanding and working knowledge of career education.
B. Involve each school or college staff in developing individual staff member skills in developing career education teaching plans.
C. Involve each school or college staff in developing a career education program for each school or college.
D. Involve employers, employees and professionals in working with their local school in making the teaching of career education more relevant to local needs.

ACTIVITY 11 - PROJECT EVALUATION (Throughout project)

Those involved are:

Enrollees, employers, laborers, course instructor, evaluation committee, and project consultant.

The purpose is to:

A. Evaluate individual key staff skills in developing a successful educational approach to teaching career education.
B. Evaluate individual schools ability to develop successful career education programs.
C. Evaluate effectiveness of methods used in this project in meeting objectives of the project.

ACTIVITY 12 - PROJECT FINAL REPORT (September 1, 1975)

Those involved are:

University of Missouri Professor, Mineral Area College, and project consultant.

The purpose is to:

A. Report the results of an area approach to developing career education programs in local schools and colleges.
B. Draw conclusions and make recommendations.

B U D G E T

ITEM	LOCAL		STATE		TOTAL	
	Direct	Indirect	Direct	Indirect	Direct	Indirect
Instruction (25 enrollees)			$1450.00		$1450.00	
(35 enrollees)			2030.00		2030.00	
Workshop Consultants			1800.00		1800.00	
Project Consultant			1200.00		1200.00	
Secretary and Bookkeeper		350.00	200.00		200.00	350.00
Staff Benefits		20.49	11.70		11.70	20.49
Supplies		75.00	250.00		250.00	75.00
Final Report Costs			350.00		350.00	
Office and Equipment		225.00				225.00
Classrooms and Equipment		150.00				150.00
Books and Materials		500.00				500.00
Travel		50.00	300.00		300.00	50.00
Miscellaneous		100.00	50.00		50.00	100.00
		$1470.49	$7641.70		$7641.70	$1470.00

Total Local $1470.49

Total State 7641.70

Project Total $9122.19

NOTE: If more than 25 enroll in the University course, and additional $58.00 will need to be added per enrollee.

ORGANIZATION - THOSE INVOLVED

School and College Administrators, State Department of Education and

University of Missouri.

Dr. Dixie Kohn, Superintendent, Central RIII
Dr. Donald VanHerck, Director, Lead Belt Area Vocational-Technical School
Mr. Floyd Wilson, Superintendent, North County RI
Mr. T. G. Campbell, Superintendent, Bismarck RV
Mr. Needham Jordon, Superintendent, Leadwood RIV
Mr. Virgil Lewis, Superintendent, Potosi RIII
Mr. Ralph Parks, Superintendent, Farmington RVIII
Mr. Garland Hamilton, Superintendent, Fredericktown RI
Mr. A. C. Sullivan, Jr., Dean of Occupational Division, Mineral Area College
Dr. Frank Drake, Director of Career Education, State Department of Education
Dr. Norman Gysbers, Professor of Career Education
Dr. Marvin Dobbs, Area Continuing Education Programmer, University of Missouri

Representatives of School Administrators

Mr. Mike Easter, Bismarck RV
Mr. James Dennison, Leadwood RIV
Mr. William Morice, Central RIII
Mr. Dale Ste. Gemme, North County RI
Mr. J. Eberhardt, Fredericktown RI
Mr. R. C. Evans, North County RI
Mr. Bud Adams, Potosi RIII
Mr. Bill Seabourne, Potosi RIII
Mr. Earl Wilson, Ste. Genevieve RI

Committee to Develop Instruments for Data Collection

Mr. Mike Easter, Bismarck RV
Mr. Cy Bradley, Potosi RIII
Mr. James Dennison, Leadwood RIV

Committee on Budget

Mr. Larry Ackley, Farmington RVII
Mr. Garland Hamilton, Fredericktown RI
Mr. Bill Morice, Central RIII
Mr. Dale Ste. Gemme, North County RI

Committee on Project Participation

Mr. A. C. Sullivan, Jr., Dean of Occupational Division, Mineral Area College
Mr. Floyd Wilson, Superintendent, North County RI
Mr. Don VanHerck, Director, Lead Belt Area Vocational-Technical School
Dr. Dixie Kohn, Superintendent, Central RIII
Mr. Ralph Parks, Superintendent, Farmington RVII
Mr. T. G. Campbell, Superintendent, Bismarck RV
Mr. Needham Jordan, Superintendent, Leadwood RIV
Mr. Ray Thomas, Superintendent, Ste. Genevieve RI
Mr. Garland Hamilton, Superintendent, Fredericktown RI
Mr. Virgil Lewis, Superintendent, Potosi RIII

Project Consultant and Coordinator

Mr. W. S. Rumburg, Adult Education Consultant

EVALUATION PLAN

PROCESSES IN CAREER SELECTION"

Processes in Career Selection, a demonstration project funded by the State Department of Education, is a cooperative effort on the part of the State Department of Education, the Mineral Area College, the Lead Belt Area Vocational-Technical School and its sending districts. A major outcome of the project is the development of an "in-service development" model which can be used by this and other areas of the state to train teachers and other educational institution staff members in career education.

This project is designed to demonstrate how "in-service development" of selected key staff members may form the basis for the development of career education programs in participating educational institutions. In this project "in-service development" will be done through a two-hour credit course for key staff members and through workshops for all staff members of each participating educational institution.

Evaluation of the total project is divided into three parts. Key staff members enrolled in the two-hour credit course will be evaluated by Dr. Norman Gysbers, Professor of Career Education, University of Missouri. Outcomes of individual participating educational institutions career educational programs will be measured by the committee on evaluation, namely: W. S. Rumburg, Project Director; Mr. Mike Easter, Cy Bradley, and James Dennison, members.

LIST TO BE INTERVIEWED

Dr. Richard Caster, President, Mineral Area College

Mr. A. C. Sullivan, Dean, Occupational Education, Mineral Area College

Mr. John Cox, Counselor, Mineral Area College

Mr. Floyd Wilson, Superintendent, North County RI

Dr. Dixie Kohn, Superintendent, Central RIII

Mr. George Pallo, Secondary Principal, Central RIII

Mr. Kenneth Kirk, Elementary Principal, North County RI

Mr. T. G. Campbell, Superintendent, Bismarck RV

Mr. Earl Davidson, Secondary Principal, Bismarck RV

Mr. R. D. Guthrie, Superintendent, Leadwood RIV

Mr. J. F. Dopp, Secondary Principal, Leadwood RIV

Mr. Ralph Parks, Superintendent, Farmington RVII

Mr. Virgil E. Lewis, Superintendent, Potosi RIII

Mr. Bill Seabourne, Elementary Principal, Potosi RIII

Mr. Garland Hamilton, Superintendent, Fredericktown RI

Mr. E. Eberhardt, Secondary Principal, Fredericktown RI

Mr. Raymond W. Thomas, Superintendent, Ste. Genevieve RII

Mr. Mel Gimmer, Principal, Ste. Genevieve RII

Dr. Donald VanHerck, Director, Lead Belt Area Vocational-Technical School

COOPERATING EMPLOYERS

Fitz Chevrolet	Tom Fitz	Farmington	756-5777
Wabash Electric	Jim Walker	Farmington	756-6716
Medical Arts Clinic	Jack Hirsch	Farmington	756-6751
Medical Lodge	William Hickman	Farmington	756-6658
Union Electric	Frank Richardson	Flat River	431-3377
Mercantile Bank	Vernon Giessing	Farmington	756-4525
Harris Real Estate	Dwight Harris	Flat River	431-5202
Mohr's Value Center	Bruce Robertson	Flat River	431-3450
Russ TV & Appliance	Emmett Russ	Flat River	431-1214
Flat River City Manager	James Dismuke	Flat River	431-3577
Nel-Mur Supply	Nelson Nance	Flat River	431-3970
Rosener's Best Western	Leamon Rosener	Flat River	431-4241
Post Office	Bob Hahn	Flat River	431-4906
Nesbit Oil	Gerald Nesbit	Flat River	431-3664
Dugal's Big Star	Leo Dugal	Farmington	756-4511
Swing-A-Way	Bob Brown	Bonne Terre	358-2246
Shorts Trading Post	Ray Short	Bonne Terre	358-3377
Bonne Terre Savings	Kelly Mills	Bonne Terre	358-3388
Bennet IGA	Floyd Bennett	Bismarck	734-2214
Lumos Hardware	H. E. Lumos	Leadwood	562-7521
Post Office	C. M. Shearer	Bismarck	734-2821
Mount Gravel Plant	A. M. Mount	Leadwood	562-7834
Black River Electric	Dave Baker	Fredericktown	783-3381
Reville Lumber	Basil Reville	Fredericktown	783-2336

Brown Shoe	Bob Barron	Fredericktown	783-6481
IGA	Charlie Bukososky	Fredericktown	783-6338
Town and Country	Bob Hufford	Fredericktown	783-6477
Mississippi Lime	Mr. Ballinger	Ste. Genevieve	883-3524
Bilt Best	Tom Grimminger	Ste. Genevieve	883-3575
Pass Book	Ed Schieffer	Ste. Genevieve	883-3521
5 Lanterns	Rick Degonia	Potosi	438-2818
Silvey's Feed Store	Norman Silvey	Potosi	438-4426
Potosi Natural Gas	Stephen Cresswell	Potosi	438-2288

GLOSSARY OF TERMS

EDUCATE: To develop and cultivate mentally or morally; fit for a calling by systematic instruction; teach; also to train; discipline; or form; as to educate the taste.

EDUCATION: 1. The act or process or educating; discipline of mind or character through study or instruction. 2. A science dealing with the principles and practice of teaching and learning.

CAREER: A course of a persons life, especially in some particular pursuit. A profession or calling demanding special preparation and undertaken as a life's work.

CAREER EDUCATION: (As defined in DHEW Publication No. (OE) 73-00501) Encompasses educational experiences beginning with early childhood and continuing through the individual productive life. It's main thrust is to prepare all students for a successful life. It recognizes critical decision points at which students must be equipped to decide whether to pursue a job or seek further education or to choose some combination of both. Some students seek education leading to a more useful and joyful life and must be equipped to use the decision-making process in deciding what it is their life is about.

MINERAL AREA COLLEGE
FLAT RIVER, MISSOURI 63601

April 10, 1974

TO: Dr. Dixie Kohn, Superintendent, Central R-III School District
Mr. Garland Hamilton, Superintendent, Fredericktown R-I District
Mr. T. G. Campbell, Superintendent, Bismarck R-V School District
Mr. Ralph Parks, Superintendent, Farmington R-VII School District
Mr. Needham Jordon, Superintendent, Leadwood R-IV School District
Mr. Floyd Wilson, Superintendent, North County R-I School District
Mr. Virgil Lewis, Superintendent, Potosi R-III School District
Mr. Ray Thomas, Superintendent, Ste. Genevieve R-II School District
Dr. Don VanHerck, Director, Lead Belt Vocational & Technical School

FROM: W. S. Rumburg, Consultant

SUBJECT: Letter of Intent for "Processes in Career Selection In Service Development Project"

We are completing the Career Education staff development project which has been discussed for several months.

One requirement for funding by the State Department of Education is that the project be area wide. Therefore, we are asking for a letter of intent to participate from each of the following: each school superintendent, director of the Vocational Technical School, and the Mineral Area College.

A statement of intent is enclosed for your signature and return. Thank you for your support on this and other projects.

ljh
Enclosure

Mr. A. C. Sullivan, Dean
Occupational Division
Mineral Area College
Flat River, MO 63601

Dear Dean Sullivan:

Re: Intent to participate in the "Processes in Careers Selection (PICS) project for in-service staff development":

_____ _____
Name of School Address

We will plan to participate. We estimate _____(no.) of key teachers, counselors, and administrators will enroll in the course to be taught by Dr. Gysbers.

We expect to hold a staff workshop following the completion of the course by our key staff.

Signed _____

Title _____

ARTHUR L. MALLORY
Commissioner

Area Code 314

751-4751

STATE DEPARTMENT OF EDUCATION
Division of Public Schools
Jefferson Building
P. O. Box 480
JEFFERSON CITY, MISSOURI 65101

August 1, 1974

Mr. A. C. Sullivan, Jr.
Dean of Occupational Education
Mineral Area College
Flat River, Missouri 63601

Dear Dean Sullivan:

Sometime ago, Dr. Frank Drake handed me your correspondence and a prospectus on the project, 'Processes In Career Selection' (PICS), and told me to follow through with the project indicating we had given tentative approval.

Since that time I have been in informal contact with both you and Mr. W. S. Rumburg.

I am pleased to formalize our side of the project and please consider this our formal acceptance of the project.

In studying the prospectus itself, I hope I have satisfactory insight at this time, however, I have a question about the teacher consultants and holding a workshop of only one day to cover materials and areas they have studied during a comprehensive two semester hour course. Certainly a one day workshop would be a minimum and it seems reasonable to assume it might take several days, perhaps one day a week for several weeks. It seems reasonable to offer some flexibility in this follow-up staff development procedure. For example, if each of the six topics suggested on page 7, received one half day emphasis, the workshop would need to be planned for three days.

In noting the budget approximately $6,200 of State money is to be used with the possibility of thirty-five enrollees. You may consider this our formal approval to incur indebtedness up to $6,200 of State funds. With this money and approximately $1,500 of local funds, making a total of approximately $7,700 should make a very worthwhile project for your area and eventually the state of Missouri.

We are pleased to have a part in this project and if I can be of any further service, please feel free to get in touch with me.

Sincerely,

Richard B. Mease, Director
Career Education

RBM:jn

cc: Frank Drake
W. S. Rumburg

PROJECT

PROCESSES IN CAREER SELECTION (PICS)

WORKSHOP CONSULTANT

TIME SHEET

1. Name of school or college holding workshop _____

2. Name of workshop instructor _____

3. Dates and hours worked: Social Security Number _____

DATE	HOURS WORKED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signed _____
Local School Administrator or Representative

For Mineral Area College use only

Signed _____
Project Consultant

Signed _____
Department Head

APPENDIX II

CLASS ROSTER

G460 Topics in Guidance and Counseling: Career Education
University of Missouri-Columbia
Mineral Area College Campus
Dr. Norman Gysbers, Instructor

Name	Address	School	Position
Cyrus Bradley	306 N. Washington, Desloge	Potosi RIII	High School Counselor
Dennis Cox	4 Westmount Dr., Farmington	Farmington	Middle School Counselor
Pauline Davis	Bismarck RV	Bismarck	Elem. Sp. Ed. Teacher
James Dennison	Leadwood RIV	High School	High School Counselor
Mike Easter	229 W. Main St., Elvins	Bismarck RV	Counselor
Harold Eberhart	618 Whitworth, Fredericktown	Fredericktown	Elementary Supervisor
Glenn W. Fluegge	Ste. Genevieve Sr. High	Sr. High	Industrial Arts Teacher
Ray Hanley	822 N. Carleton, Farmington	Farmington	COE Coordinator
Daryl B. Hardy	Rt. 2, Farmington	LBAVT	Auto-Mech. Instructor
Lynda King	Rt. 1, Box 116, Bismarck	Bismarck RV	Teacher - Grade 4
Susanne Kohn	Mineral Area College	MAC	Nursing Instructor
Hattie McFarland	Central High School	Central RIII	Soc. St. - Psychology
Sara Medley	West Middle School	Central RIII	Soc. St. - 7-8 grades

Name	Address	School	Position
Phylis Moehle	c/o Farmington High 1010 West Liberty	Farmington RVII	Business Education
Donna Morice	East Middle School	Central RIII	7-8 Lang. Arts
Jean Newcomb	Leadwood RIV	Jr. High	Elem. Librarian K-7
Don Nicholson	Mineral Area College	MAC	Business Instructor
Emory Oliver	313 W. First, Farmington	Fredericktown	Elementary Teacher
William A. Ramsey	Ste. Genevieve	Ste. Genevieve Jr. High	Counselor
Donna Roesch	Leadwood RIV	Jr. High	6-7 Lang. Arts
B. J. Robertson	Rt. 2, Box 242, Farmington	North County	CE Teacher 10
Glenn Roux	MAC	MAC	Business Manager
Edmond H. Shipman	1013 Cedar St., Bismarck	Bismarck RV	Mid. School Counselor
Basil F. Starkey	High St., Fredericktown	Mill Creek Elem. E. Madison Elem.	Elem. Principal
Alfreida Stickler	P. O. Box 304, Potosi	Potosi RIII	Elem. Counselor
Orville A. Stricklin	Box 391, Flat River	Bismarck RV	Industrial Ed.
A. C. Sullivan	Mineral Area College	MAC	Dean
Bernice Thomas	Mineral Area College	MAC	Nursing Instructor
George D. Whitman	LBAVT	LBAVT	Voc. Electronics Inst.

Name	Address	School	Position
Earl Wilson	Ste. Genevieve Sr. High	Sr. High	Counselor
Ivan H. Wood	Leadwood RIV	Jr. High	Elem. Phys. Education
Mel Gimmer	Ste. Genevieve	Ste. Genevieve RI	Principal
Richard Pope	Bonne Terre	LBAVTS	Teacher
Henry Bohnenkamp	Elvins	Central Elem. RIII	Teacher
George Landrum	Fredericktown	Fredericktown RI	Principal
James Simpson	Potosi	Potosi RIII	Counselor

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APPENDIX III

PROJECT EVALUATION

PART TWO

PROCESSES IN CAREER SELECTION (PICS)

Your opinions, knowledge and understanding of career education will be of help to us in evaluating how educators perceive career education and its importance in today's educational institutions. Information obtained in this interview will be combined with other similar interview and will not be used in such a way that it will be individually identifiable.

Interview Number ____

1. "CAREER EDUCATION AND CAREER DEVELOPMENT" A folder published by the State Department of Education defines career education as a concept built and focused upon the individual in his various stages of growth and development throughout his life span of decision making. This concept allows and encourages interchange between formal and informal education.

Q. How do you think educators feel about this concept? How do you think students feel about this concept and how do you think local employers feel about this concept?

Q. What priority do you think the following place on career education?
a. school boards b. classroom teachers c. counselors d. school administrators e. employers
On a scale of 1 through 10, could you give me a numerical value for each of the above? (1 being highest priority and 10 being the lowest priority)

Q. Are there career education programs in operation in schools in this area? If so, which schools and could you tell me how they are organized? How are they working?

APPENDIX IV

PROJECT EVALUATION

PART THREE

PROCESSES IN CAREER SELECTION (PICS)

Your opinions, knowledge and understanding of career education will be helpful to us in evaluating how educators perceive career education and its importance in today's educational institutions. Information obtained from this interview will be confidential and will not be used in any way so that its source is identifiable.

Interview Number ___

1. "Career Education and Career Development", a folder published by the State Department of Education, defines career education as a concept built and focused upon the individual in his various stages of growth and development throughout his life span of decision making. This concept allows and encourages interchange between formal and informal education.

Q. Please rate the way you think the following groups feel about the above definition of career education by checking the word which most nearly describes the way you think they feel.

Educators	Students	Employers	School Board
__Realistic	__Realistic	__Realistic	__Realistic
__Usable	__Usable	__Usable	__Usable
__Not realistic	__Not realistic	__Not realistic	__Not realistic
__Don't know	__Don't know	__Don't know	__Don't know

Q. What priority do you think the following groups place on career education in our schools? Please check (x) one line for each of the six groups below.

RATINGS	School Administrators	Teachers	Students	Employers	School Boards	Employees
Very high	___	___	___	___	___	___
High	___	___	___	___	___	___
Above average	___	___	___	___	___	___
Average	___	___	___	___	___	___
Below average	___	___	___	___	___	___
Low	___	___	___	___	___	___
Very low	___	___	___	___	___	___
Don't know	___	___	___	___	___	___

Q. List those positions in your school which you think should be involved in teaching career education.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Q. Other comments (below)